DOCUMENT RESUME

ED 392 588 RC 020 488

TITLE	Technology in Education. IDRA Focus.
INSTITUTION	Intercultural Development Research Association, San Antonio, Tex.
REPORT NO	ISSN-1069-5672
PUB DATE	Nov 95
NOTE	21p.; Photographs and illustrations may not reproduce adequately.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	IDRA Newsletter; v22 n10 Nov-Dec 1995
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Computer Assisted Instruction; *Computer Uses in Education; Educational Improvement; Educational Technology; Electronic Mail; Elementary Secondary Education; *Equal Education; Hispanic Americans; *Minority Groups; *Parent Participation; *Teacher Role
IDENTIFIERS	*Access to Computers; *Role of Technology

ABSTRACT

This theme issue includes four articles on the effective use of computers and electronic technology in education, and on equitable access to educational technologies for Hispanics and other minority groups. "Teachers and Instructional Technology: Wise or Foolish Choices" (Laura Chris Green) describes three unproductive roles for computer technology--babysitter, entertainer, and drill sergeant--and discusses how computers can help teachers to become architects that integrate learning and muses that inspire creative thinking and active learning. "Assessing Technology's Role in Education: A Vision of the Possible" (Josie Danini Supik) discusses technology's potential to tap the talents and strengths of all children, and to provide anonymous links between persons that are based on common concerns. "Access to Educational Technology: What's Going On?" (Bradley Scott) reports that access to computers is relatively inadequate in schools serving poor and minority children, and describes programs in which improving access in such schools has had positive effects on student achievement. "Parents Networking with Parents: Familias y la Red Electronica" (Aurelio M. Montemayor, Abel Carmona) describes a project to introduce Mexican American parents to computer E-mail in order to improve their participation as first teachers of their children, as educational resources, as educational decision makers, and as trainers of other parents. Includes a list of Internet Web sites devoted to education or community networking, a profile of an ESL adult literacy program using computers and multimedia, an index to IDRA Newsletter for January-December 1995, and a description of the Intercultural Development Research Association's role as a comprehensive technical assistance center. Contains a list of 15 additional resources on technology in education. (SV)

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INTERCULTURAL DEVELOPMENT • RESEARCH ASSOCIATION

IDRA Newsletter

IDRA Focus: Technology in Education

ISSN 1069-5672 Volume XXII, No. 10 Nov./Dec. 1995

ED 392 588

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Teachers and Instructional Technology: Wise or Foolish Choices

Laura Chris Green, Ph.D.

In 1911, Thomas Edison, inventor of the magic lantern, predicted that it "is going to make schools so attractive that a big army with swords and guns couldn't keep boys and girls out of it" (Papert, 1980). Although many teachers today use movies, videos and even laser discs to spice up a unit, I have yet to see them beat students away from their doors with a stick because of it.

In the early 1940s, advocates for educational radio said, "This technology can…bring [boys and girls] the good things of life…It will ultimately be used as a substitute for certain teacher instruction" (Dockterman, 1991). Today, despite wide access to all kinds of radio programs and hundreds of television channels – including *Sesame Street*, the *Discovery Channel* and the Whittle system – students still seem to need their teachers eight hours a day.

In 1980, speaking of computer assisted instruction, Seymour Papert promised, "Much if not all the knowledge schools presently try to teach with such pain and expense and such limited success will be learned, as the child learns to talk, painlessly, successfully and without organized instruction" (Dockterman, 1991). Thirteen years later, many schools have networked computer labs, multimedia personal computers (PCs), and CD-ROMs, but we still have joyless programs of organized instruction and countless students who fail.

Will the new technologies go the way of the old, that is, will they be heralded by grandiose promises of revolution but fall short of any real changes in schools? What role *should* teachers and technology play as we move into the next century? And how do bilingual students fit into the picture? We must clarify such basic issues before we can take true advantage of our enticing new tools.

This article describes three roles educators commonly expect technology to play, outlines three roles that prevent us from reaching technology's full potential, and presents a more promising vision for teachers and technology that focusses on better roles they can play in today's schools.

The Babysitter, the Entertainer and the Drill Sergeant

Three unproductive roles instructional technology often assumes are: babysitter, entertainer and drill sergeant. The babysitter role is very common. Some teachers want a competent babysitter so they can take a break from their hectic and exhausting days. They fervently wish for a computer lab staffed with a full-time aide who will receive their students at the door and return them safe-and-sound 30 minutes later.

I sympathize with teachers' need for relief and refreshment. Having experienced seven years as a classroom teacher, I know that teaching is the most demanding and stressful job in the world. But computer labs that cost tens of thousands of dollars are not the correct answer to the question of how to prevent teacher burnout. Cheaper and more honest answers such as teacher aides, music and art teachers, shortened school days, etc., should be considered instead.

In technology's role as super star entertainer, students are razzle-dazzled by flashing lights and cartoon characters as they play games of sometimes dubious educational value. Typical of this

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The Intercultural Development Research Association (IDRA) is a non-profit organization with a 501(c)(3) tax exempt status. The purpose of the organization is to disseminate information concerning equality of educational opportunity. The *IDRA Newsletter* (ISSN 1069-5672, copyright ©1995) serves as a vehicle for communication with educators, school board members, decision-makers, parents, and the general public concerning the educational needs of all children in Texas and across the United States.

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INTERNET PLACES OF INTEREST

Education Websites and Electronic Address

Ask ERIC
http://www.ericir.syr.edu

Consortium for School Networking (CoSN)
http://www.cosn.org

Federal Information Exchange
http://www.fie.com

Fedworld
http://www.fedworld.gov

International Society for Technology in Education (ISTE)
E-mail to: ISTE@uoregon.edu
gopher://iste-gopher.uoregon.edu

National Clearinghouse for Bilingual Education (NCBE)
gopher://gopher.ncbe.gwu.edu

Outreach and Technical Assistance Network (OTAN)
gopher://gopher.scoe.otan.dni.us

Society for Information Technology and Teacher Education (SITE)
http://aace.virginia.edu/aace

Texas Education Agency
http://www.tea.texas.gov

Texas Education Network (TENET)
http://www.tenet.edu

U.S. Department of Education
http://www.ed.gov

Websites and Electronic Addresses: Community Networking

Alliance for Public Technology
http://apt.org/apt/index.html

Center for Civic Networking
http://www.civic.net:2401

Department of Education Satellite Town Meeting (SATLCON)\
E-mail to: listserv@suvm.syr.edu
[subscribe salt-com <your name>]

Internic Information Services (IIS)
http://www.Internic.net

Latino-L
E-mail to: Latino-lrequest@amherst.edu

Non-Profits On-Line
http://www.ai.mit.edu/people/ellens/non.html

Political Participation Project
http://www.ai.mit.edu/projects/ppp/home.html

Time-Warner Discussion Groups
http://www.timeinc.com

Votelink
http://www.votelink.com

Spotlight on Assessment

Like other children, students whose first language is other than English bring a wealth of knowledge and experience to school. But historically, standardized tests have provided little or no useful information about these students' language or cognitive abilities. The use of assessment and testing data has too often been limited to holding students accountable, offering little or no help to guide improvement efforts or foster collective accountability. IDRA works with all parties that have a vested interest in the educational outcomes produced by the schools – the students, the educational practitioners, the families and the broader community – to use data to frame solutions, monitor progress *and* hold all of the participants involved in the educational process accountable for the end results. IDRA is helping schools find solutions to traditional methods of testing and assessment, enabling students from diverse backgrounds to become empowered learners.

Assessing Technology's Role in Education: A Vision of the Possible

Josie Danini Supik, M.A.

There is a true story of a woman who bought her first personal computer last Christmas. She took it out of the box and plugged it in, excited at the thought of becoming part of the technological revolution. After several frustrating hours of the computer not responding to her commands, she called the technical support number. The technician walked her through the standard protocol: Check to make sure you plugged it in. *Check.* Check your cables and make sure they are connected correctly. *Check.* Check your software. *Check.* After finally running out of ideas, the technician asked her to check the mouse connection. *What mouse?* After some discussion, the solution was found. She had placed the mouse under her desk and was stepping on it, like a sewing machine.

When I first heard this story, I laughed, remembering my own experiences with technology. I began with what is now considered prehistoric: "mag cards," SAS commands that took a good half-hour to write, and a loud behemoth of a mainframe that filled a room larger than a modest two-bedroom apartment. At the time, my work as a medical anthropologist with the LSU Medical Center's Specialized Center of Research in Arteriosclerosis (SCOR-A) required that I learn to work with this monster. I knew three emotions – fear, panic and awe. One slip on the computer keyboard and I was sure I would destroy 15 years of longitudinal data, which, once analyzed, would have cured heart disease in every man, woman and child. No pressure. The computer programmer, who was our "support" (using the term loosely), delighted in telling us of other scientists who had destroyed precious data, set science back at least 50 years and were never heard from again, their careers destroyed.

It is ironic that technology, cold and dispassionate, may help us find the humanity in each of us.

It was in this context that I learned about computer technology. As you can probably guess, I got over the fear and panic, but not the awe. I understand how computers work, but it is amazing to me that I can access the Louvre in France through the Internet while sitting in my San Antonio home. "Access" is a key word here. Computers and technology are more than tools, they are connections to other people, to information and knowledge, to power. Access to computers and the knowledge needed to use them are critically important (see article on page 6).

The reality is that our lives will be impacted by technology in ways we have not even begun to imagine. How could I have possibly known that 15 years after my introduction to computers, I would be writing this article on a 100 mega hertz (MHZ) Pentium computer with a 1.26 mega byte (MB) hard drive and 8 MB of RAM while listening to music on the quad-speed CD-ROM drive or that I would actually understand what the terms "MHZ" and "RAM" mean. If we and our children are to have a part in creating that impact, we must have access to the best that technology can provide.

In schools across the country, children go to computer labs. Any laboratory can be a place to create and discover or it can be boring and routine. It is the responsibility of teachers to set the stage for the discovery to happen. Using computer technology and all it can offer, teachers can excite and inspire children.

We see this happening in IDRA's math and science programs: *Young Scientists Acquiring English* and *ES-MIJA (Engineering, Science and Mathematics Increase Job Aspirations)*. These projects help teachers and students see what is possible through technology. Students, especially young Hispanic girls, can now see themselves as scientists, engineers and mathematicians. The possibilities, like the future, are being created now through our youth and the educators who see the inherent brilliance of all children and fight for their access and rights to a bright future.

We are also working with schools to ensure all students have an opportunity to attend college. Through the IDRA-developed *Southwestern Bell Student Financial Assistance Database* installed in school computers, students have access to national, regional and local scholarship funds.

Another way that IDRA envisions technology inspiring our youth is through electronic connections between Valued Youth students from across the country. Even more exciting is the prospect of connecting these students with others around the world through our Youthnet partners. In 1993, the Coca-Cola Valued Youth Program was one of 17 programs in North America and *one of 30 in the world* to become a part of the Youthnet Database funded by the

A Vision of the Possible - continued on page 11

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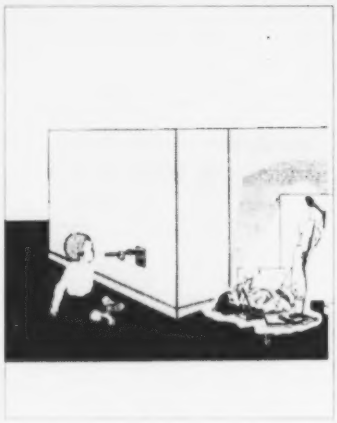
Common Unproductive Roles of Instructional Technology



Babysitter

Entertainer

Drill Sergeant

Teachers and Instructional *- continued from page 1*

entertainment mode is the classroom where one computer sits in the back of the room and students who finish their work are rewarded with extra computer time. The new multimedia hardware and software could easily fall into the entertainer trap if we are not careful.

Another common role technology assumes in schools is that of master drill sergeant. In this role, technology is used to drill and practice minute skills in isolation. We see students at individual terminals, pushing keys and clicking mice as they go through instructional obstacle courses. Their omniscient and omnipotent drill sergeant, the computer, keeps track of every response so that teachers can tell who is goofing off and who is not. At first, students are like eager soldiers, but eventually they tire of the incessant pace and often must be forced to march by means of dire threats and enticing rewards.

Notice that in all three of these roles, the teacher takes a back seat. Using technology as a babysitter, the teacher is absent, not even there. In its entertainment role, we assume that what the teacher offers is not interesting or motivating, and so it must be jazzed up with the kinds of tricks that the media offers such as *MTV*, Saturday cartoons and the thrill of *Nintendo* games. When we use instructional technology as our drill sergeant, we assume that students must be passive learners who answer questions and never ask them.

The Architect and the Muse

IDRA's vision of teachers and technology is a different one. In this vision, teachers are in the driver's seat, making decisions about technology based on their knowledge of students and their understanding of teaching and learning. It is the teachers, not the technology, who assume the dominant roles. Two roles for technology are recommended as alternatives to the roles of babysitter, entertainer and drill sergeant. More productive roles for instructional technology are those of the architect and the muse.

As an architect, the teacher is the planner and builder. The architect teacher knows that a structure must have a firm foundation and be a unified whole. Rooms and other appendages that are tacked on at the last minute can mar the beauty and symmetry of the whole. This teacher avoids the dangers that exist when what happens in the classroom and what happens in the computer lab are separate events that never touch each other.

For example, in the classroom, students might be studying the Civil War, but in the lab they are experiencing the software program, *Oregon Trail,* with its theme of westward expansion. In language arts, they might learn that a noun is a person, place or thing while in the computer lab they conjugate verbs. While both programs, classroom program and technology program, may be excellent, this lack of integration contributes to students' all-too-common experience with many separate bits of knowledge that they cannot put together or completely understand.

Our ideal teacher takes the time to review the software and to select programs that match his or her classroom instruction and teaching style. This teacher constantly reviews catalogs looking for new products that meet his or her instructional objectives. And he or she learns to use the computer effectively to make teacher paperwork and administrative loads lighter so there will be more time to teach.

Like the ancient Greek muses, our ideal teacher inspires his or her students to become authors and artists, mathematicians and scientists. This teacher views students as active learners capable of constructing meaning and solving problems of all kinds. Muse teachers know how to use programs such as word processing programs, paint programs, data bases, spreadsheets, graphing programs and simulations to enhance the higher order thinking their students engage in. Their students use these high tech tools to help them gather and analyze data, make decisions and create compositions, artworks, graphs and tables. These teachers constantly model, demonstrate and guide their students as they struggle with challenging tasks. But the rewards are great because students see themselves as genuine thinkers and creators. Motivation becomes genuine, lasting and intrinsic.

A New Vision

Now, how can teachers become muses and architects, ideal teachers who mesh instruction and technology in masterful ways? First and foremost, teachers should be involved in decision making from start to finish. Too often, school districts and administrators leave teachers out of the

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decision making loop. Central office administrators and/or campus principals decide what hardware and software to buy, where to put it on campus, and which teachers and students will have access to it.

I, too, have been guilty of this top-down approach. As a campus administrator, I saw computers sit in boxes because teachers could not or would not find the time to learn how to use them. So, like many other principals and supervisors across the country, I decided that the computer lab was the answer to this inefficiency. I gathered all our school's computers together and put them in one room. I purchased software and trouble-shot hardware. I trained teachers and students how to load and handle disks, how to turn the machines on and off, and how to ask for help when needed. As a result, we went from occasional use by 25 fifth graders to weekly use by 500 first through fifth graders.

Yes, I increased computer access for students and teachers by establishing and maintaining a computer lab on my campus. And, yes, this represented genuine progress for us. But I see now that other problems were unresolved by this approach. Chief among these problems was teacher dependence on my expertise. Because I was always there to handle it, the teachers never learned to copy disks, check extension cords or call the repair service when all else failed. Perhaps even more significantly, they did not integrate their curriculum with that of the lab. When I left that campus, the computer lab disintegrated and with it went our computer assisted instruction program.

This lack of teacher ownership and empowerment was caused by a lack of teacher access. It takes time to learn to operate keyboards and disk drives, mice and printers. Time is also needed to review the contents of courseware packages. It takes even longer to learn how to use word processing and other utilities programs. Training can help, and we need to provide more hands-on instructional technology training to our teachers. But training alone will not provide enough time-on-task. Teachers need to have constant access to the hardware and software. The very best access occurs when teachers have computers at home. Some districts give or lend teachers this equipment. The next best access is in the teacher's own classroom. Distributed labs (two or more terminals in a room) that are networked into a central collection of software are ideal. Teachers also then have more flexibility for scheduling students. The least desirable solution is to place teacher workstations in a central location such as a computer lab or teacher's lounge.

Of course, if we just go back to placing computers in teacher's classrooms without asking teachers if they want the computers, we will also go back to having computers sit in boxes or stuck in the backs of rooms where they are used as expensive toys. One solution is to offer workshops that are tied to the distribution of materials. For example, teachers who voluntarily attend a workshop on how to use word processing to teach writing could be given the computer and the software demonstrated so they could implement this approach. Or teachers could be asked to write mini-proposals to explain how they will use the desired equipment. Teachers who are genuinely motivated to use technology and understand what they are trying to do could be identified by using such mini-proposals. As these committed and innovative teachers experience success on their campuses, other teachers will become interested and request services, too. Over time, the technology will spread in a powerful bottom-up fashion, and teachers will become empowered muses and architects.

If we want to integrate technology into instruction, we must give teachers extensive daily access to the technology, we must work first with teachers who want to experiment with technology, and we must continue to expose the rest to new ideas, waiting patiently until they are ready to go forward. We must take the time to ask teachers their opinions about what to buy, where to put our purchases and how to schedule students. And we need to take the time to continue to ask their opinions as new products come out and as our understandings about how to teach and learn change.

Resources

Papert, Seymour. *Mindstorms* (New York: Basic Books, 1980).

Dockterman, David A. *Great Teaching in the One Computer Classroom* (Cambridge, Mass.: Tom Snyder Productions, 1991), pp. 19-20.

Dr. Laura Chris Green is a education associate in IDRA Division of Professional Development.

Productive Roles of Instructional Technology

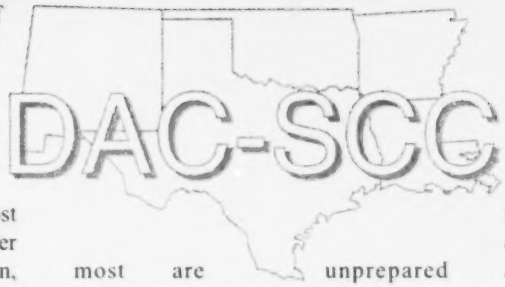
Architect

Muse

ACCESS TO EDUCATIONAL TECHNOLOGY: WHAT'S GOING ON?

Bradley Scott, M.A.

There is no doubt that the use of technology is a critical key to unlocking the door to the 21st century. Our lives are being affected by it in ways that were unimaginable even five years ago. There is also no doubt that those who have a practiced understanding of technology and its applications will also be those most likely to unlock the door. Given this, I wonder who is being prepared. Are all children, regardless of race, sex or national origin, receiving comparably high quality access? We need to explore the current realities of technology and access for all learners in schools. This may be unpleasant and shocking, but, if we do not do this, we may be caught unaware.



Schools Are Not Equipped

In a recent report submitted to the U.S. Congress, the U.S. General Accounting Office (GAO) stated that the country's schools do not have the physical capacity to support learning into the 21st century. Specifically, the GAO reported the following:

> School officials, in a national sample of schools, reported that, although schools meet many key facilities requirements and environmental conditions for educational reform and improvement, most are unprepared for the 21st century in critical areas:
>
> - Most schools do not fully use modern technology. Although at least three-quarters of schools report having sufficient computers and televisions, they do not have the systems or building infrastructure to fully use them. Moreover, because computers and other equipment are often not networked or connected to any other computers in the school or the outside world, they cannot access the information super highway.
> - Over 145 million students attend about 40 percent of schools that reported that their facilities cannot meet the functional requirements of laboratory science or large group-group instruction even moderately well.
> - Over half the schools reported unsatisfactory flexibility of instructional space necessary to implement many effective teaching strategies.
>
> Moreover, not all students have equal access to facilities that can support education into the 21st century, even those attending the same school in the same district. *Overall, schools in central cities and schools with 50 percent or more minority population were more likely to have more insufficient technology elements and a greater number of unsatisfactory environmental conditions – particularly lighting and physical security – than other schools* [emphasis added] (1995).

The GAO also pointed out that recent federal legislative initiatives support education reform and technology. The Improving America's School Act of 1994 authorized $200 million for technology education in 1995 and an additional $200 million for the new education infrastructure improvement grants. Goals 2000: The Educate America Act (passed in 1994) establishes an office of educational technology in the U.S. Department of Education. These measures require states wishing to receive funding under these statutes to develop a state improvement plan for elementary and secondary education. The GAO reported, "Central to both these acts is the idea that children are entitled to an opportunity to acquire the knowledge and skills contained in these standards, often referred to as 'opportunity to learn'" (1995).

The report goes on to present a fairly abysmal picture of where the nation is and concludes, "If schools cannot provide students with sufficient technological support or facilities for instruction and services, they may not be providing even a roughly equal educational opportunity for all students to learn. This is particularly true in central cities and in schools that serve high percentages of minority and poor students."

The Goal of Equity

In *Learning and Leading With Technology*, Jeanne Hayes comments, "The goal of equity has long been an issue in

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HISPANICS AND COMPUTERS

Computer Use at Work	
Hispanics	29.3%
All persons	45.8%
Computer Use at School	
Hispanics	52.3%
All persons	59.0%
Computer Ownership	
Hispanics	12.7%
All persons	25.9%

Source: Tomás Rivera Center analysis of unpublished U.S. Census Bureau data, October 1993.

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What's Going On? - continued from page 6

American education. As a nation, we have looked at 'separate but equal' systems and decided that they were, indeed, not equal." "Today," she continues, "as our society becomes increasingly dependent on technology, the equality debate now centers on access to educational technologies."

Using figures provided by Quality Education Data in its report "Technology in Public Schools, 1994-1995," Hayes notes that access to computers is seriously affected by the relative wealth of the school's student population. Schools with the lowest percentage of Title I students have the best ratio of student-to-computer at 11.7:1, the national average being 12:1. The lowest wealth school districts report a student-to-computer ratio as being from 13.9:1 to as high as 23:1 in the poorest districts (Hayes, 1995).

"As poverty levels increase, access to other educational technologies decreases... Students in low wealth schools have significantly less access to technologies such as modems and CD-ROMs," Hayes states (1995).

She includes a discussion of access by "multicultural" students: "As with low-income students, students in schools with high percentages of multicultural [sic] students have less access to computers. This is not surprising because percentages of Chapter I [Title I] students and percentages of multicultural students are positively correlated in public schools. However, the *disparity* between high- and low-multicultural percentages is *greater* than the disparity between low-wealth and high-wealth schools" [emphasis added]. Hayes concludes, "In general, the more ethnically diverse a school's population, the less access individual students have to personal computers" (1995).

Hayes also states, "If our students are to perform well in an increasingly knowledge-based society, technology equity is needed for all students, regardless of income or ethnic background... For a surprisingly small investment of only $400 million, the bottom 10 percent of all school districts and students could be brought up to the national average in terms of access to technology" (1995).

Similarly, in its report, "The Haves and the Have-nots," *Newsweek*, notes that "the United States is dividing into two societies – one that's comfortable with PCs, the other that doesn't have access" (1995). The author, LynNell Hancock, comments further:

> Like it or not, America is a land of inequalities. And technology, despite its potential to level the social landscape, is not yet blind to race, wealth and age. The richer the family, the more likely it is to own and use computers... White families are three times as likely as Blacks or Hispanics to have computers in the home...
>
> At least in public schools, the computer gap is closing... But schools with the biggest concentration of poor children have the least (and most obsolete) equipment" (1995).

In the same article, a teacher from a secondary campus in South-Central Los Angeles comments, "I am teaching these kids on a system that will do them no good in the real world when they get out there. The school system has not made these kids' getting on the information highway a priority." This teacher may have captured more of the national picture in that comment than he realizes.

Equity of Access is Possible

We know that schools can work for poor and minority children when that is the priority and when there is the will to make schools work. Esther Richey points out that the Benjamin Banneker Computers Unlimited Elementary School in Kansas, Missouri, is an example of such a school (1994). It is inner city, predominantly minority and poor. Student scores, performance and attendance have soared.

Christopher Columbus Middle School for High Tech in Union City, New Jersey, is no different. School officials decided to overhaul a 100-year-old building as well as to overhaul the curriculum and wire every classroom. They give each seventh grader a computer to take home so they and their South American immigrant parents could use it, even to E-mail the principal in Spanish. Officials report that "in a school where 80 percent of the children are poor, reading, math, attendance and writing scores are now the best in the district" (Richey, 1994).

My own research at IDRA, in *Magnet Schools: Pockets of Excellence In a Sea of Diversity*, demonstrates similar results (1995). When schools are committed to quality opportunities for learning by what they do in the environment and by the way they integrate real opportunities for the student's use of technology, student achievement outcomes are impacted. While I also studied 11 other factors that seemed to impact high outcomes for diverse students in desegregated settings (which are outlined in the May 1994 issue of the *IDRA Newsletter*), certainly the access these students had to quality technology made a difference in the school performance.

Facing the Challenge

What is going on? By the year 2000, as we step into the 21st century, do we really mean to see that minority and poor students in schools will be able to operate in a world class way because of what they will have experienced in schools? We still see only "*pockets* of excellence?" I still maintain that pockets of excellence is not our best. The sea of schools in 1995 are polluted with the vermin of the all-to-familiar status quo.

In the five years that will leave us at the door of the new millennium, maybe we as a nation could pass one, two, three or even four new pieces of legislation. We could go through the business of looking as if we are doing new things in new ways. We could re-restructure and re-re-reorganize. We could learn to give new lip service to old ways of thinking, acting and behaving. We could even lead ourselves to believe that we are ready for the future, but we would be lying. Maybe we should spend the next five years being honest to ourselves about where we

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Upcoming Events

National Association for Bilingual Education (NABE) Conference

March 12-16, 1996
Orlando, Florida

For more information call NABE at 202/898-1829

"Building Community: Higher Education's Leadership Role in Leading Change for the Twenty-First Century"
Texas Association of Chicanos in Higher Education (TACHE) Conference

July 7-10, 1996
Corpus Christi, Texas

For more information call TACHE at 409/862-3436

REFLECTIONS

"El Oro del Barrio" friends and staff

USING COMPUTERS FOR LITERACY

Participants in IDRA's Project SALNET in San Antonio, Texas, were invited to talk about what the project has meant for them. Below are excerpts of what they said.*

The ABE/ESL group, self-named "*El Oro del Barrio*," meets at Project Learn to Read, Bazan Branch Library in San Antonio, Texas. Their favorite approach to learning is language experience. Life histories and fellowship provide subject matter through conversation, creating crafts, writing, reading and "giving back." *El Oro* likes to plan for community action through group planning. IDRA's Project SALNET (San Antonio Adult Literacy Network) has opened a door to the new century that these learners never expected. They welcome word processing for refining both prose and verse in their journal entries. They explore the *Encarta* software through pictures, music and information. One of their favorite U.S. "citizenship" heroes is Thomas Jefferson. When learning to make change in English, they noticed that Jefferson and his home, Monticello, appeared on the nickel. Within minutes, much to their delight, *Encarta* "delivered" Monticello. *El Oro* posts creative writing on the walls of Bazan Community Center. They contribute to Project Learn to Read's newspaper, *Living and Learning*. They write letters to their councilman before participating in city council meetings. Presently, through stitchery and word processing, they are publishing their reflections for others to share, "My Story is My Literacy." Below, my students talk about their experience at the center.

Laura Edwards, ESL Instructor,
Project Learn to Read

I am excited and happy about what we are learning. I can read a lot better and I enjoy reading books for pleasure.
Maria Luisa Hinojosa

I am very happy that we are noticed. We write in the newspaper.
Luisa Gamboa

I never went to school...I am learning to listen. I feel good to say "I" with pride. I want to learn more because everybody speaks English. I cannot communicate with all of my friends and my grandchildren. They don't even know how to listen in Spanish. My friends at Bazan help me.
Antonia Flores

I am content. I can talk with my family and my friends in English. I can write in my journals and in the newspaper.
Bertha Castillo

When I came to Project Learn to Read and Bazan Library, I said to Laurie Gruenbeck, "Oh, No...I can't learn anything; nothing sticks!" Laurie said, "You're not going to learn anything because you've already closed the door." Now I have opened the door and learned so much. I am so grateful for the fellowship.
Andrea Olmos

I am not afraid to say what I know. I will risk. I am now sharing "dichos" and "calaveras."
Isabel Zavala

STUDENTS SPEAK

"El Oro del Barrio" Tells Us

We are a part of the gold of our neighborhoods. We work with our friends, Martha Garcia and Laura Edwards. As we are learning to use English, we share experiences. We listen, speak, read, write and create arts and crafts. We record that we are learning in our journals. Here is something we wrote before going to City Council:

July 13, 1995

"Being a Good Citizen"

Today we are going to City Hall. We want to talk with [our councilman] and the City Council. We need a good life. We need lifelong learning. We want good health care and good consumer skills. We want good neighbors.

We will help others. We will volunteer in school, church and city. We will teach others what we have learned. We will be good consumers. Citizens believe in themselves. They help others. In unity in strength! *En la unidad esta la fuerza!*

– Bertha Castillo, Matilde Farias, Luisa Gomboa, Maria Luisa Hinojosa, Herminia Rojas, Isabel Zavala

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**Project SALNET was developed by the Intercultural Development Research Association and is funded by the Texas Education Agency. It is being implemented at four sites in San Antonio including Project Learn to Read.*

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

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The Intercultural Development Research Association (IDRA) is a non-profit organization with a 501(c)(3) tax exempt status. The purpose of the organization is to disseminate information concerning equality of educational opportunity. The *IDRA Newsletter* (ISSN 1069-5672, copyright ©1995) serves as a vehicle for communication with educators, school board members, decision-makers, parents, and the general public concerning the educational needs of all children in Texas and across the United States.

Publication offices:
5835 Callaghan Road, Suite 350
San Antonio, Texas 78228-1190
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IDRA Newsletter Focus Issues

Each *IDRA Newsletter* concentrates on one particular topic. In 1995, the topics included the following.

Civil Rights in Education, Revisiting the Lau Decision
Volume XXII, No. 1, January

Math and Science
Volume XXII, No. 2, February

Gender Equity
Volume XXII, No. 3, March

Early Childhood Education
Volume XXI, No. 4, April

Action Research
Volume XXII, No. 5, May

Policy Update
Volume XXII, No. 6, June-July

Acquisition and Development
Volume XXII, No. 7, August

Lifelong Learning
Volume XXII, No. 8, September

Youth Leadership
Volume XXII, No. 9, October

Technology in Education
Volume XXII, No. 10, November-December

Spotlight on Parent Involvement

One constant element in student achievement is parental involvement. Research and analysis of the past 15 years conclusively demonstrate that when parents are involved in their children's education, children do better in school, and the schools do better, too. IDRA believes that parents are intelligent and want the best education for their children. Parents of all socio-economic levels and all cultural groups can participate meaningfully in their children's schools. They can act as a driving force for innovations that improve the education of their children. IDRA helps parents and schools examine ways in which they can make a difference in their students' academic success.

Parents Networking with Parents
Familias y la Red Electronica

Aurelio M. Montemayor, M.Ed. and Abel Carmona, B.A.

I fell asleep worrying about how slowly I was learning to "surf the net." I felt anxious about decelerating on the information highway as other much younger and less experienced people were racing around, connecting, communicating and organizing. My job to help parents communicate with each other about critical educational issues needed the acceleration of contemporary electronic communication. I dreamt of a computer screen E-mail message:

> To: Chona @txdirect.net
> From:amontmyr@txdirect.net (IDRA)
> Subject: Meeting on E-mail
>
> Hola Chona. Hiciste falta en la junta que tuvimos. Tuvimos practica en mandar mensajes por E-mail, el correo electronico por computadora. Estas recibiendo este mensaje en una de las computadoras en el Centro de alfabetizacion.
>
> Hello Chona. We missed you at the last parent meeting. We helped parents learn how to send messages on the E-mail. E-mail is the electronic mail sent through the computer. You will be receiving this message on one of the computers at the Literacy Center.

Then, I dreamt of a local TV news special:

> Want a free library? In San Antonio, Texas, the residents of a Westside neighborhood were introduced to the wonderful world of E-mail through the IDRA Mobilization for Equity project. It is a project funded at IDRA by the Ford Foundation through the National Coalition of Advocates for Students to help parents become more active in the education of their children. A unique aspect of the program is teaching parents how to use the electronic communication systems available to them. Using computer E-mail, they communicate with parents in San Antonio and throughout the state of Texas.
>
> Westside residents were faced with the problem of increasing their children's access to reading materials. These parents were alarmed because their children were not reading very much and were lagging behind the other children in school. They formed a committee to deal with the issue. The members used the E-mail or electronic mail, to tell their story to other people and asked for suggestions. One parent suggested going with their children to the library or literacy center and encouraging their children to read on the computers. Another suggested setting up a little library at a neighborhood church. With the priest's enthusiastic support, they were able to have space set aside, but now needed books.
>
> Using the E-mail again they sent out a message asking for suggestions as to how they could obtain books for their library. Within a few days they had received messages from many concerned parents throughout the state who were willing to donate books or make donations toward the purchase of books. Libraries and individuals donated books of their own. In less than two months, the parents established their own library, and a computer company that connected through the Internet was moved to donate a computer. Parents took computer age action to resolve the problem.
>
> I awoke refreshed, re-energized and raring to go. I saw the possibilities beyond the situation in the dream. Parents E-mailing each other about going to city council to establish a public library in their neighborhood. Parents setting up meetings through the E-mail. Children helping parents send messages and participating in city-wide conversations about books and literacy and bringing more educational resources for their children.
>
> Electronic communication helped this mobilization effort achieve its goals and planted the seed that will help the community grow into a force with a voice strong and loud enough to be heard by the politicians who have the ability to improve the educational process for children, not only in this community but in all communities for all children. The use of computers encouraged and facilitated the process of empowerment for these communities and liberated them from their economic limitations.

From Dream to Reality

In the September issue of the *IDRA Newsletter*, we had several articles on parent literacy and leadership (1995). Computers are already playing a role in increasing and accelerating literacy for parents of limited English proficiency. Our vision is for an expanded use of computers to accelerate parent participation and leadership in creating the schools that work with excellence for their children and the other children of this community.

Phases of Parent Involvement

A useful way of looking at parent involvement for parents who have historically not participated is through a

Networking with Parents - continued on page 10

Networking with Parents - continued from page 9

progression of steps that lead to full involvement and leadership.

Parents as first teachers of their children. Parents, regardless of class, race or educational background, are the first to interact and communicate with their children. Huge amounts of information and skills are transferred from birth to school age. Parents need to be validated for their contributions. Some programs already do that, although the stress has been in "parenting skills" from a deficit model of what parents are not doing. Obviously, the Internet can assist by providing parents with information about parenting and the role of parents as teachers. What we would like to stress is peer sharing of information, peer support and counseling on the complex and difficult task of rearing children.

Parents as resource to the school. Parents can assist in classrooms, provide information about family and neighborhood history, traditions, mores and culture, assist in field trips, tutor and contribute in many other substantive ways. Traditionally, schools see assistance as free labor and fundraising. The Internet can assist parents and schools to share meaningful campus involvement from parents and validate parent contributions.

Parents as decision-makers. School committees, boards and other decision-making bodies are ideal places for parents to assist with assessing needs, facilitating meetings, making decisions and integrating family and school needs. The Internet can be a support system for parents by parents to find out what opportunities for leadership exist within campuses, schools and the broader community. It can also be a vehicle for mutual support and encouragement to take positions of leadership within the educational community.

Parents as trainers of other parents. This level is a culmination of previous activities in which parents teach their less-involved or "shy" peers to become meaningfully involved and share in the leadership to create schools that work for all children. The Internet can be a critical means of communication among parent leaders and an effective way to plan training sessions for parents by parents, to announce meetings, workshops and conferences and to give ongoing mutual support for parent leaders who are experiencing the stresses of leadership, especially for those who are newly engaged and questioning their capabilities to sustain long-term efforts. The Internet can be a strong organizing tool across neighborhoods, school districts and communities.

Did You Know?

In the spring of 1995, U.S. schools were estimated to have 5.8 million computers for use in instruction, about one for every nine students. While 75 percent of public schools have access to some kind of computer network, and 35 percent of public schools have access to the Internet, only 3 percent of instructional rooms (classrooms, labs and media centers) are connected to the Internet.

U.S. Congress, Office of Technology and Assessment, *Teachers and Technology: Making the Connection*, April 1995, p. 1

The U.S. economy spends roughly $275 billion a year on elementary and secondary school education (about 5 percent of the gross national product). The information and communications technology increasingly used in teaching and learning costs about 1 percent of that – $2.4 billion.

Corporation for Public Broadcasting, *CPB Today*, March-April 1995, p. 6

Most teachers have not had adequate training to prepare them to use technology effectively in teaching. On average, districts devote no more than 15 percent of technology budgets to teacher training. Some states have suggested this figure should be more like 30 percent.

U.S. Congress, Office of Technology and Assessment, *Teachers and Technology: Making the Connection*, April 1995, p. 2

The Plan for Parent Involvement

The IDRA Mobilization for Equity project will introduce parents to electronic communication so that they can communicate with each other about educational issues at the four levels described above. Although the primary activities will be meetings and sessions for parent leadership training, we will also assist parents to have access to and be able to use computers to access on the Internet.

There are challenges in assisting parents to communicate with each other through computers. The parents recruited initially are participants in the MALDEF (Mexican American Legal Defense and Education Fund) Parent Leadership Training Program, and others involved in school parental involvement efforts. Many of the parents are Spanish language dominant and have limited English literacy skills. Key hurdles we will address are the following:

- Providing access to computers for families who do not have computers at home and would be hard-pressed to acquire them, given other more pressing survival needs.
- Teaching parents who have limited literacy skills to use computers for

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Networking with Parents - continued from page 10

communication with peers.

- Reducing adult computer phobia.
- Making computers available to working parents at appropriate times.

Each of these can be overcome, and initial work with a few parents has the potential to grow exponentially. For those already literate and with typing skills, it will go faster. Those parents who are already using computers as part of their ESL and basic literacy classes are already experiencing success and losing the computer phobia affecting many adults, regardless of class or educational background. (We have had parallel experiences with teachers who need to be gently coaxed through their fear and misgivings to use the computer for planning, instruction and information gathering.)

The parent/computer challenge is also reduced by connecting to the services already being provided by literacy centers. IDRA has enhanced the computer capabilities at some centers and will be introducing the new-and-improved parent networks through these centers. IDRA's San Antonio Adult Literacy Network (SALNET) project, with selected literacy centers in San Antonio, already has the kernel for expanding the use and possibilities for city-wide computer communication among parents. This network links adult learners, many of whom are parents, through an electronic bulletin board system (BBS). Using a modem and a computer, parents are able to access the BBS through the phone lines. Once on the system, they can join into conversations about parenting and other topics of interest via messages or through sending each other files of poems, stories and other works they have created.

Literacy teachers at the centers have become very skilled in introducing and guiding literacy students in the process. We will facilitate discussions and practice sessions that allow for parents to learn to use the keyboard and to understand the meaning of terminology on the computer screen. Parent computer use will be encouraged without excessive concern about the language they use, spelling, punctuation and grammar.

Children who are already using computers will assist their parents to learn how to use the computers. These embryonic young hackers can become tutors to their families. Libraries and other centers where computers are accessible will become centers of communication for the community.

Initially, the primary means of communication in the leadership development process will be through personal outreach, meetings and workshops. The computer networking will develop gradually in tandem with the meetings. As more parents proceed through the process and begin to take ownership of planning and conducting sessions and conferences, the computer networking will become an important communication tool for the participants, enhancing the phone and E-mail connections.

And for the Future

Our vision is to set up a *news group* where a network of parents can discuss educational issues concerning the children in San Antonio and in the state. There are thousands of public computer news groups where parents can register to send and receive messages. These methods that allow people to communicate electronically about issues of common interest will be established for many parents who previously were isolated, uninvolved and unheard. Parents who are economically disadvantaged, minority or speak a language other than English will learn how to use computers and facilitate communication within the city and beyond.

Aurelio Montemayor is a master trainer in the IDRA Division of Professional Development. Abel Carmona is an education assistant in the IDRA Division of Professional Development.

A Vision of the Possible - continued from page 3

Kellogg Foundation. We envision student-directed projects that will open the world to students who have not traveled beyond their own neighborhoods, let alone to another part of the world.

A caveat, however, is that with all that technology can offer, it can also be used to reinforce the mistaken and misguided notion that some children, because of their skin color or the language they speak or their family's income, cannot "keep up with it." I remember arguing with a respected scientist who believed that poor and minority children were "wired wrong," that they just did not have the same "mental templates" that wealthy and nonminority children had and poor and minority children were subsequently unprepared to understand math, science and technology. His proof, he claimed, was that there were few minority scientists (I was an anomaly). He refused to consider that the low number of minority scientists had nothing to do with "wiring" but with issues of access, equitable facilities and, ultimately, teachers who believe all children can and *will* learn.

Technology may help break some of these barriers. On the Internet, we do not "see" skin color or income. People connect with each other around issues and concerns. When you are "speaking" to someone through cyberspace, you have no visual cues, no nuances, no body language. Gender, age and ethnicity are not part of this virtual landscape. You have only words and their meaning. This anonymity can promote candor and greater risk-taking. It is ironic that technology, cold and dispassionate, may help us find the humanity in each of us.

And what makes us human (opposable thumbs not withstanding) is our ability to create. As we create new technology, we can choose to use it either as a weapon or as a tool. As a weapon, we could use it to perpetuate myths and misconceptions. Computer generated tests and electronic scoring may make testing more efficient, but, if a test is culturally biased, converting it to a scanable form will not make it any less biased. We could use it to measure perceived deficiencies rather than real strengths and to "prove" that students who are minority, poor or limited-English-proficient have no gifts or talents. We could use technology to track these students for years, resulting in a self-fulfilled prophecy of under achievement and despair. We could even use it to exclude some accountability for an achievement gap between non-minority students. What we cannot measure, even with computers, is the irretrievable loss of human potential.

On the other hand, we can choose to use technology as a tool to uncover and tap the strengths all children bring with them. Imagine a classroom where all students discover their destinies as artists, musicians, mathematicians or teachers. We can use technology to create that moment when a child realizes that he or she has a special gift. We can choose to use technology to reflect the best of societies with people who have never met face to face, only screen to screen, but who share a collective consciousness as advocates for children. Technology can enhance our humanity if we use it as a powerful tool for change. The choice is ours.

Josie Danini Supik is the director of the IDRA Division of Research and Evaluation.

IDRA Awarded Comprehensive Technical Assistance Center

The Intercultural Development Research Association (IDRA), was awarded one of 15 comprehensive technical assistance center grants from the U.S. Department of Education. The centers are being established by the department to provide comprehensive services to schools within specified regions.

IDRA is collaborating with the RMC Research Corporation and the Charles A. Dana Center at the University of Texas at Austin to form the *STAR Center* (Center for Support for Texas Academic Renewal) which will serve the state of Texas. The RMC Research Corporation assists in the formation of policy and has expertise in rural education and technology. RMC is a provider of Title I and migrant assistance to state and local agencies. The Charles A. Dana Center at the University of Texas at Austin achieved excellence in science and math education and statewide systemic reform. The center also has experience in working with students in at-risk situations.

The STAR Center will establish a sustained and comprehensive support system that improves teaching and learning in Texas schools resulting in high academic achievement for all students, particularly those at risk of educational failure. Objectives of the STAR Center are to provide high quality support, professional development and assistance to Texas schools; to establish a strong, pro-active and coordinated system of technical assistance with federal partners at the local, state and national levels; and to plan and efficiently deliver high-quality technical assistance and research-based information, supported by technology.

Technical assistance will be provided through the STAR Center to school-wide projects in high poverty local education agencies. the Texas Education Agency and education service centers, other local education agencies serving children in high poverty and lead with high student failure rates, and other projects serving high poverty populations.

Three clusters consisting of seven or fewer education service centers have been identified to provide equity for service delivery among STAR Center partners. Service delivery to clients will be coordinated through single points of contact.

Six thematic teams will synthesize knowledge about effective practices for dissemination through training and print and electronic media: standards and assessment, parent involvement and family literacy, technology, professional development, school reform initiatives, and equitable outcomes.

Comprehensive ongoing evaluation will assess progress toward meeting objectives, monitor effectiveness and measure impact on people and systems.

Funding levels for the comprehensive technical assistance centers are currently being negotiated by the U.S. Congress and administration.

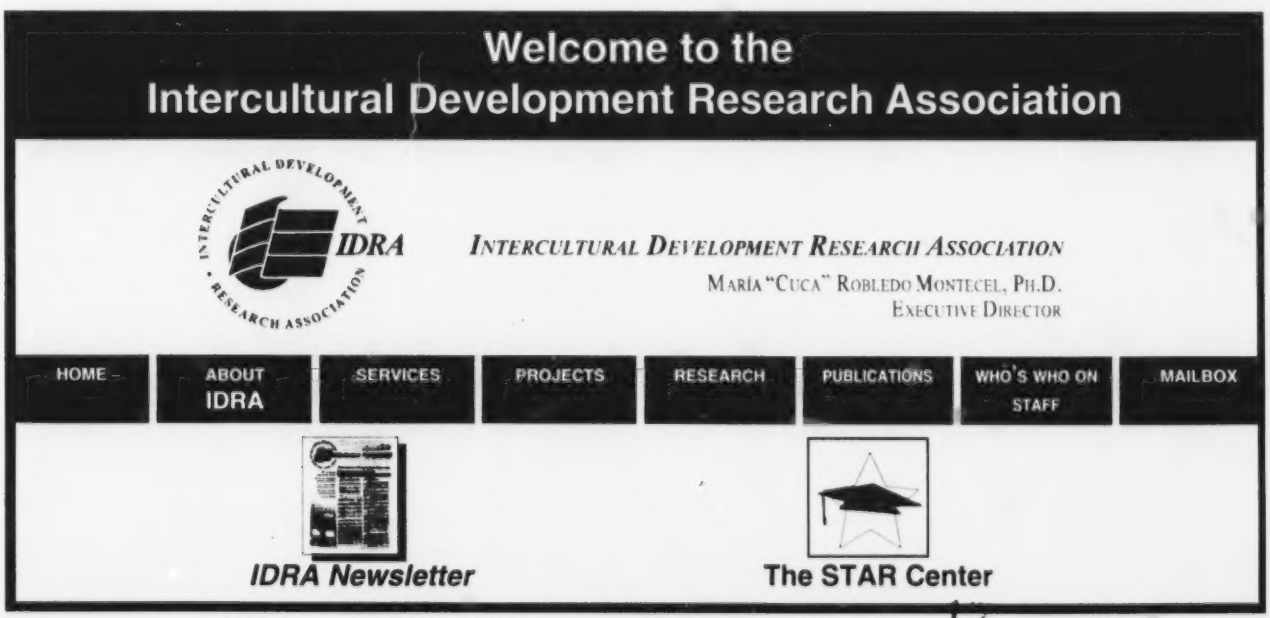
For information contact: The STAR Center at IDRA (210/684-8180, E-mail: acortez@txdirect.net).

IDRA to Unveil Home Page

The Intercultural Development Research Association (IDRA) will soon unveil its Home Page on the World Wide Web. Visitors to the web site will find information about IDRA and its services, research, publications and staff members. Visitors will also be able to download the *IDRA Newsletter* before it is available by mail.

The web site will be updated regularly and messages can be transmitted between visitors and IDRA staff. IDRA's Home Page will be linked to the STAR Center and other comprehensive technical assistance centers that are on the Internet.

For information contact IDRA at 202/684-8180.



What's Going On? - continued from page 7

really are and what it will really take to get us to where we say we want to go.

Is somebody lying about where we are really going? I think so. As a nation, we cannot be serious about our course into the future given the current state of affairs in even this one area of technology and schools. We have come a long way since the early 1980s. But, given recent federal, state and local activities around school funding, the financing of public schools and the things public schools should do for students, will the course change? Is the game changing? Is the course being redefined?

If we are still intent on going where the IASA and Goals 2000 say that we are, maybe we should ask governments at all levels, and politicians at all levels, and school and community leaders at all levels, and citizens in general to reconsider much of what we are currently doing in our communities and schools where funding and priorities are concerned. The IDRA desegregation assistance center has consistently asked people to consider the outcomes for students and what the data show by race, gender and national origin. Given this discussion about technology in education, I would say that what is going on is not entirely all that we believe it to be.

Resources

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Bradley Scott is a senor education associate and director of the IDRA DAC-SCC in the Division of Professional Development.

IDRA PUBLICATION REPRINTED

Starting Today . . .
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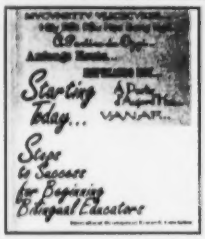

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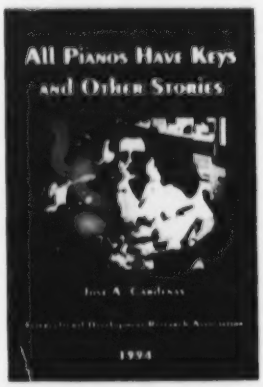
ALL PIANOS HAVE KEYS AND OTHER STORIES

BY DR. JOSÉ A. CÁRDENAS



In a way, this small, 134 page book complements his larger *Multicultural Education: A Generation of Advocacy* just published by Simon and Schuster. The multicultural education book is an anthology of 92 professional articles resulting from his 45 years as a professional educator. *All Pianos Have Keys* represents the lighter side of these 45 years.

"The seriousness of my professional life has been paralleled by extensive humor in my personal life. I enjoy a funny story and a good joke," writes Cárdenas in the Preface.

The first eight articles deal with the lighter side of his life. They include personal anecdotes from childhood to adulthood. The second section consists of 12 anecdotes where humor and professional seriousness have intersected. The last section consists of nine articles on a variety of professional topics addressed in a lighter context than is possible in professional publications.

All Pianos Have Keys is distributed exclusively by the Intercultural Development Research Association ($12.70). Royalties from the sale of this book have been assigned by the author to the José A. Cárdenas Student Stipend Fund for dropout prevention. Contact IDRA at 210/684-8180 or 5835 Callaghan Road, Suite 350, San Antonio, Texas 78228 Fax 210/684-5389. It is IDRA policy that all orders totalling less than $30 be pre-paid.

RESOURCES ON TECHNOLOGY IN EDUCATION

ADDITIONAL READINGS AND INFORMATION

FOR EDUCATIONAL REFORM TO TAKE PLACE, TECHNOLOGY NEEDS TO BE INTEGRATED INTO A 'BROAD EFFORT FOR SCHOOL REFORM, AND CONSIDERED NOT AS THE INSTIGATOR OF REFORM OR A CURE-ALL BUT AS A SET OF TOOLS TO SUPPORT SPECIFIC KINDS OF INSTRUCTION AND INTELLECTUAL INQUIRY.'

- Larry F. Guthrie and Susan Richardson,
Educational Leadership,
October 1995

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Titles in bold are available from IDRA at no cost.
Contact IDRA's Communications Manager to obtain reprints. Thank you.

IDRA WORKSHOPS

To request further information on this or other training and technical assistance topics, please contact IDRA at 210/684-8180.

WORKSHOP FOR TEACHERS

Instructional Computing: Fulfilling the Promise in Bilingual Classrooms

This is not a demonstration. This is a hands-on, interactive workshop designed for creative teachers who strive to develop higher order thinking, oral language and literacy skills in their second language learners.

- Learn effective ways to integrate instructional technology into innovative language arts and content area classrooms.
- Use the *Reading/Writing/Computing Connection* to reveal ways to use electronic books, word processing and desktop publishing software to extend the poems and stories enjoyed in whole language classrooms.
- Experience a *Content Area Connections* demonstration of how to use electronic encyclopedias and other databases for student research, simulation programs for the exploration of thought-provoking issues in social studies, and spreadsheets and graphic programs for math and science investigations.

Both Macintosh and IBM/DOS applications are used.

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SCHEDULE OF IDRA TRAINING AND WORKSHOP ACTIVITIES

NOVEMBER 1 - DECEMBER 31, 1995

This list includes activities that have been scheduled for particular school districts and other groups. They are not open to the public. For information on scheduling a similar event for your school district or other group, contact IDRA at 210/684-8180.

DATE	SCHOOL DISTRICT/AGENCY	TOPIC
Nov. 1	Brownsville Independent School District (ISD)	Coca-Cola Valued Youth Program (VYP) – Observations
Nov. 2	Bexar County Medical Society	How to Supervise People
	Southwest ISD	Coca-Cola VYP – Observations and Training & Technical Assistance
Nov. 3	Grand Prairie ISD	Cultural Awareness
	Pasadena ISD	Language Acquisition Process
	Texas–Teachers of English to Speakers of Other Languages (TEX-TESOL) Conference – San Antonio, Texas	*Hijas del Quinto Sol*
	TEX-TESOL Conference – San Antonio, Texas	Leaving the One Size Approach to Assessment Behind
Nov. 6	Harlandale ISD	Children, Really, Don't Leave Home Without It (Language)
	Northside ISD	Technical Assistance
	Rio Grande City Consolidated ISD (CISD)	Integrating TAAS Math into Content Area Classrooms
	The Zunie Pueblo, New Mexico	*Playtime Is Science* – Annual Meeting
Nov. 7	Harlandale ISD	Parents Rights in Education
	South San Antonio ISD	Coca-Cola VYP – Observations and Training & Technical Assistance
	Tyler ISD	Thematic Units for English as a Second Language (ESL) Teachers
Nov. 8-9	Gallup and McKinley County Schools, New Mexico	ESL Strategies in the Content Areas
Nov. 8	Comal ISD	Multicultural Task Force – Curriculum Development
	Houston ISD	Coca-Cola VYP – Trainer Certification
	Rio Grande City Consolidated ISD	Family Math
Nov. 9-11	TABE (Texas Association for Bilingual Education) Conference	*Hijos del Quinto Sol*
Nov. 10	Education Service Center (ESC) - Region XIX Regional Administrators' Workshop	Making Systemic Reform Work for Minority Students
	Ft. Worth ISD	Sheltered English Techniques
	Laredo ISD	ESL Strategies
Nov. 11	Harlingen ISD	Parenting Conference
	Dallas ISD	WOW (Workshop on Workshops) Part I
	Little Rock School District, Arkansas	Parents are the Key
Nov. 13	Northside ISD	Cooperative Structures and Authentic Assessment
	South San Antonio ISD	Coca-Cola VYP – Observations and Training & Technical Assistance
Nov. 14	Arkansas Service Education Agency (SEA) – Fayetville, Arkansas	Cultural Sensitivity and Second Language Acquisition
	Mexican American Unity Council (MAUC)	*Promesa del Futuro* Youth Leadership Council Program
	Southside ISD	Coca-Cola VYP – Observations and Training & Technical Assistance
Nov. 15	Texas Education Agency	Site Based Decision Making
	Roma ISD	Task Force Reading Strategies and Coaching, Language Arts Teachers
Nov. 16	Ector County ISD	Cultural Enrichment Using Poetry and Writing
	South San Antonio ISD	Coca-Cola VYP – Observations and Training & Technical Assistance
Nov. 17	Donna ISD	*IDRA Reading Project*: Literature-based Instruction
	State Migrant Conference	*The STAR Center* Presentation
Nov. 18-19	Texas State Teachers Association – Austin, Texas	Multicultural Education 16th Annual Critical Issues Conference
Nov. 18	Dallas ISD	Alternative Assessment Workshop
	Dallas ISD	WOW – Part II
	Taylor ISD	Developing Math and Reading Centers
	Texas Education Agency	Multicultural Education
	Texas A&M University San Antonio Extension	Bilingual Education: Critical Issues
Nov. 20	La Joya ISD	Coca-Cola VYP – Observations, Training and Technical Assistance

SCHEDULE OF IDRA TRAINING AND WORKSHOP ACTIVITIES

NOVEMBER 1 - DECEMBER 31, 1995

DATE	SCHOOL DISTRICT/AGENCY	TOPIC
Nov. 20	Rio Grande City CISD	Coca-Cola VYP – Observations, Training and Technical Assistance
Nov. 21	Eagle Pass ISD	Math Concepts with Manipulatives
	Eagle Pass ISD	Reading and Writing Across Curriculum
	Eagle Pass ISD	TAAS Math: Emphasis on Problem Solving
	Eagle Pass ISD	Whole Language Techniques
	La Joya ISD	Coca-Cola VYP – Observations, Training and Technical Assistance
	Rio Grande City CISD	Coca-Cola VYP – Observations, Training and Technical Assistance
Nov. 27	Houston ISD	ESL Methodologies
	Houston ISD	*Hay Que Hablan*
	Lyford ISD	Cooperative Grouping Structures
Nov. 28	ESC-Region I	MRC Regional Workshop for Administrators
	Lyford ISD	TAAS-Math VII
	Northside ISD	Young Scientists Acquiring English (YSAE) – Technical Assistance
	Harlandale ISD	Math and Science
Nov. 29	Marfa ISD	Coca-Cola VYP – Observations, Training and Technical Assistance
	Rio Grande City CISD	Demonstration Lessons and Debriefings for Math Teachers
Dec. 1	Edgewood ISD	WOW
	Cobre CSD, Bayard New Mexico	Coca-Cola VYP – Observations, Training and Technical Assistance
	Los Angeles County Department of Education	Coca-Cola VYP – Observations
Dec. 4	Rio Grande City CISD	Coca-Cola VYP – Observations and Technical Assistance
Dec. 5	La Joya ISD	Coca-Cola VYP – Observations and Technical Assistance
	Rio Grande City CISD	Demonstration Lessons and Debriefings for Math Teachers
Dec. 6	Roma ISD	Task Force Reading Strategies and Coaching, Language Arts Teachers
Dec. 8	Laredo ISD	ESL Strategies
Dec. 12	Brownsville ISD	Observations and Parental Involvement Regional Comprehensive Technical Assistance Center
Dec. 13	ESC Region I – Migrant Office	STAR Center Function and Services
	San Antonio ISD	Classroom Based Assessment Part II
	San Antonio ISD	Project Implementation: Inquiry and Cooperation
Dec. 14	Houston ISD	Peer Coaching and Implementation Team Meeting
	National Conference	Women and Science Conference

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